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AUTHOR	Norris, Jack A., Jr.
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ABSTRACT

A course was designed to study the causes of individual behavior through an analysis of the factors involved in the development of personality, with special emphasis on the individual's perception and unique response to his environment. The course is based on the premise that the learner will investigate how and why people behave and then attempt to analyze his situation, clarify his values, and decide on the process or processes he will use in determining his patterns of behavior and approaches to life. Six basic goals of the course are presented and for each goal a chart is provided which explains the focus, objective, and learning activities related to that goal. The goals are (1) to investigate factors affecting personality development; (2) to identify ways of perceiving and reacting; (3) to identify alternative modes of behavior; (4) to discover the decision-making process of choosing effective behavior; (5) to discover that one's behavior affects that of others toward him; and (6) for the student to examine and evaluate himself. (Author/BW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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UNDERSTANDING INDIVIDUAL BEHAVIOR

SOCIAL STUDIES
6427.02
6448.47

HOME AND FAMILY EDUCATION
6763.07

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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Written by Jack A. Norris Jr.

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A STUDY OF THE CAUSES OF INDIVIDUAL BEHAVIOR THROUGH AN ANALYSIS OF THE FACTORS INVOLVED IN THE DEVELOPMENT OF PERSONALITY, WITH SPECIAL EMPHASIS ON THE INDIVIDUAL'S PERCEPTION AND UNIQUE RESPONSE TO HIS ENVIRONMENT.

CLUSTER: BEHAVIORAL STUDIES

GRADE LEVEL: 10-12

COURSE STATUS: ELECTIVE

COURSE RATIONALE: This course is based on the premise that the learner will investigate how and why people behave and then attempt to analyze his situation, clarify his values, and decide on the process or processes he will use in determining his patterns of behavior and approaches to life.

"Life ultimately means taking the responsibility to find the right answer to its problems and to fulfill the tasks which it constantly sets for each individual...No man and no destiny can be compared with any other man or any other destiny. No situation repeats itself, and each situation calls for a different response."

Dr. Victor E. Frankel
from Man's Search for Meaning

COURSE GOALS:

1. THE STUDENT WILL INVESTIGATE THE VARIED FACTORS WHICH AFFECT THE DEVELOPMENT OF PERSONALITY.

2. THE STUDENT WILL IDENTIFY A VARIETY OF WAYS OF PERCEIVING AND REACTING TO PEOPLE AND SITUATIONS.

3. THE STUDENT WILL IDENTIFY AND CATEGORIZE ALTERNATIVE MODES OF BEHAVIOR.

4. THE STUDENT WILL DISCOVER THAT EFFECTIVE BEHAVIOR IS CHOSEN THROUGH AN ACTIVE DECISION-MAKING PROCESS FOR WHICH HE IS RESPONSIBLE.

5. THE STUDENT WILL DISCOVER THAT THE BEHAVIOR HE CHOOSES AFFECTS THE BEHAVIOR OTHERS CHOOSE TOWARD HIM.

6. THE STUDENT WILL EXAMINE AND EVALUATE HIMSELF, HIS PERSONAL BELIEFS, VALUES AND PATTERNS OF BEHAVIOR.

COURSE CONTENT OUTLINE:

I. Personality development as it affects behavior.

A. Heredity
1. Definition
2. Description

B. Environment
1. Natural
2. Social
3. Cultural

C. Complimentary Effect

II. Perception as it affects behavior.

A. Individual
1. Value system
2. Philosophy

B. Accurate and Inaccurate

III. Situational factors affecting behavior.

A. Socio-Economic

B. Stereotyping

C. Education

D. Occupation

E. Status

IV. Alternative modes of behavior.

A. Adjustment

B. Healthy

C. Unhealthy

D. Successful

E. Unsuccessful

V. Choice and responsibility in behavior.

A. The freedom to choose

B. The effects of choice

C. Responsibility for decisions

D. Behavior modification

VI. Outline individual patterns of behavior.

A. Analysis of decision making process

B. Investigation of motives

C. Consideration of priorities

D. Consequence of action

E. Behavior modification

GOAL 1: THE STUDENT WILL INVESTIGATE THE VARIED FACTORS WHICH AFFECT THE DEVELOPMENT OF PERSONALITY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PERSONALITY DEVELOPMENT AS IT AFFECTS INDIVIDUAL BEHAVIOR.	A. The student will define and describe the process of Heredity as a factor affecting personality development.	1. Arrive at a workable definition of the word heredity. 2. Explain the "Punnett Square" method of calculating heredity factors and then have students develop some equations to be worked in class by teams of two students competing against the rest of the class. Teacher reference: Miller, Arnold I. Monarch Review Notes in Botany, pp 40-52. 3. Using a student volunteer, ask the students to estimate the physical characteristics of the parents of the volunteer. The members of the class can ask any questions they wish but the volunteer can only answer yes or no. If he answers no, then the student asking the question is eliminated from questioning. NOTE: the purpose of this activity is to dramatize for the students , by closer consideration of each other the effects of genotype and phenotype in producing an individual. 4. Show the class large photographs of individuals with different hair and eye color. Then ask them to suggest his or her genotype and phenotype from the photograph. NOTE: The purpose of this activity is to have students effectively distinguish between phenotype and genotype. 5. Present a summary of the classical studies of the Hallidak, Jutes, and Edwards families. Summarized in Engle, T.L. Psychology Its Principles and Application, p. 242.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will define and describe the natural, cultural, and social environments which affect the development and behavior of an individual in our culture.	1. Arrive at a workable definition of the term, environment. 2. Differentiate between natural, cultural and social environments through a class discussion of the following: a. Natural (e.g., physical, climatic) b. Cultural origin (racial and ethnic) religion education philosophy economic level customs c. Social family peer group neighborhood business associates friends 3. Present a summary of the classical study of the environmental effect on personality, The Wolf Children, (Two young children lost in the woods are adopted by a wolf pack and are brought up as wolf cubs. They develop many cultural habits of wolves. When captured and brought back to civilization, they were unable to adjust and consequently died.) Source: Singh, J.A.L., Zing, Robert M. The Wolf Children and Feral Man. Other Related Studies: Itiend, Jean-Marc-Gaspard, The Wild Boys of Aveyron. (translated by George and Muriel Humphrey) 4. Have the students write an essay comparing the cultural and social exposure of a very wealthy child and the experiences and exposure of a poor ghetto child.

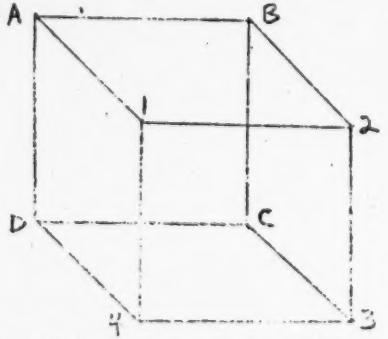
FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	4. (cont.) a. Have the best ones read aloud in class and discuss them. b. Have several students research a case study of an "under-privileged child" and a case study of a "privileged child". Allow them to discuss the studies before the class. Readings: Bloom, Benjamin S.;Davis, Allison; and Hess, Robert. Compensatory Education for Cultural Deprivation. NOTE: above is based on working papers contributed by participants in the Research Conference on Education and Cultural Deprivation. "Alienation and the Ghetto: The Invisible Wall" by Kenneth Clark in Sandberg, John H; and Fenton, Edwin, ed. Introduction to the Behavioral Science on Inquiry Approach. Chapter 4, Reading #27, p. 151. Engle, T.L. Psychology Its Principles and Application. p. 236-269 Chapter 8. Lewis, E.Mayhew, "Changing the Balance of Power," Saturday Review, August 17, 1968.
	C. The student will deduce that Heredity and Environment are complementary.	1. Present summaries of heredity and environmental effects of studies on fraternal and identical twins. Ref: Engle, T.L. Psychology, Its Principles and Applications, p. 242. 2. Have the students prepare a formal debate. Resolved: the environment in which a child is brought up is a more crucial factor in his development than his heredity. 3

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. Students will assess and chart the environmental and heredity influences on a personal self-study basis.	Culminating Activity Have student write a history of his family, including records of physical characteristics, vocational activities, social achievements, religious affiliations, travel experiences, homes, military services, schools attended, etc. Information sources: family records official public documents photograph albums long talks with parents, grandparents, aunts, uncles, relatives stories of unique personal happenings. Suggested Vocabulary genes, ancestry, heredity, Law of Dominance, Law of Segregation, Law of Independent Assortment, environment, genotype, phenotype, eugenics, euthenics, chromosomes, recessive characteristics

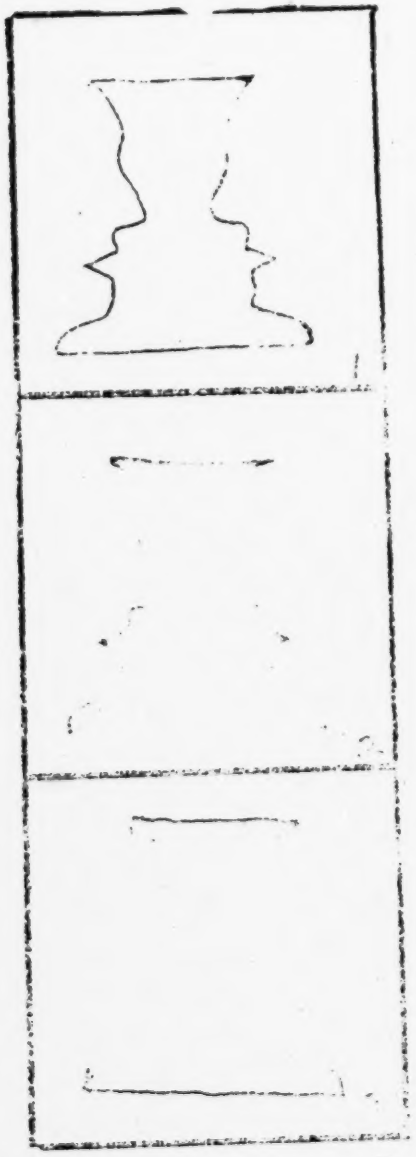
GOAL 2: THE STUDENT WILL IDENTIFY A VARIETY OF WAYS OF PERCEIVING AND REACTING TO PEOPLE AND SITUATIONS.

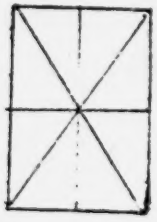
FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PERCEPTION AS IT AFFECTS BEHAVIOR	A. The student will consider factors which may affect the perceptions and expectations of individual behavior.	1. Have a "Brain-storming" session with your students, suggesting possible factors which would affect the perceptions and expectations of individual behavior, such as age, sex, profession, intelligence, cleanliness, general appearance, height, weight, race, religion, socio-economic background, regional differences, educational background. 2. Situations: a. This man is tall, muscular and very alert. He is wearing a suit, a tie of modern design and carrying an attaché case and an umbrella. He is reading a New Yorker magazine and wearing alligator shoes. From the above paragraph description, what might you assume about this individual concerning: (1) income (2) occupation (3) social position (4) religion (5) ethnic background (6) value system (7) philosophy of life (8) self-concept (9) other b. This man is average height and build. He is wearing an Afro-style shirt, faded blue-jeans, beads, dark glasses and he is barefoot. He is reading a copy of The Daily Planet underground newspaper. From the above paragraph description, what could you suggest about this individual concerning: (1) income (2) occupation

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	2. (cont.) b. (cont.) (3) social position (4) religion (5) ethnic background (6) value system (7) philosophy of life (8) self-concept (9) other
		3. Have students create their own stereo-types and then attempt to generalize about the factors which affect the behavior of these individuals. Stress the difficulty in applying labels based on appearances.
SITUATIONAL FACTORS AFFECTING INDIVIDUAL BEHAVIOR	B. The student will identify a variety of ways of perceiving and reacting to people and situations.	1. Have students compare and contrast the typical week in the life of a wealthy Caucasian woman living in the suburbs and the week of the Negro house-cleaner who works for her. They are both 45 years old and have children. What generalizations could you arrive at about their "life-styles" from the above information?
		2. Compare the life-style of two high school graduates of similar backgrounds after four years. One enters the United States Army upon graduation and one enters the state university. Compare and contrast the experiences they will encounter which will have effects on their individual behavior.
		3. Suggested Readings: Vance Packard's The Status Seekers.
		4. Have students read the poem, "Richard Cory" by Edwin Arlington Robinson. Discuss how appearances deceived the people in the poem.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	4. (cont.) Summary:..."In fine we thought that he was everything to make us wish that we were in his place...and Richard Cory one calm night, went home and put a bullet through his head." Ref: McDonough, Martha; and Doster, William C. (ed.) Poetry is for People, p 70.
		5. Show film, The Eye of the Beholder, available at Dade County Audio Visual Center. (Subject of film deals with how deceptive appearance can be)
OFTEN IT IS DIFFICULT TO SEE THE OTHER SIDE OR VIEW WHEN AN INDIVIDUAL IS CONCENTRATING ON HIS OWN SIDE OR VIEW POINT.	C. The student will examine the meaning of viewpoint or frame of reference.	1. Make copies of the figure below and pass them out to your class. (or draw the Cube on a black-board for the entire class.) Have the students concentrate on square 1-2-3-4. They may see it as being the front of the cube while A-B-C-D forms the rear. If they see the opposite, then reverse the instructions that follow: A-B-C-D(square) will become the front while 1-2-3-4 become the back!  Which square actually forms the front of the cube and which square forms the back? Whose perception would be the correct one? (answer both)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	2. Have students examine the first figure carefully. Ask them what they see? - The same figure darkened in could possibly suggest a candlestick or a vase. - The third figure darkened in could possibly suggest two faces (profiles) looking at each other. NOTE: You are not able to see a vase and the two profiles at the same time.



FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	3. The figure below actually contains all letters in the English alphabet. Hand out a copy of the figure to each individual or draw it on the black-board. Have students try to discover for themselves how the entire alphabet is contained in the figure. Answer can be found in the Appendix.  * This process of emergence of figure from ground is known as differentiation, and makes possible change in our perceptions of events. 4. A simple inexpensive paper-back book is highly recommended to further pursue perception as it affects behavior (Goal II). It covers the following: how people affect each other, differences among people, aptitudes, and personality. It is written in large type and could be utilized for independent study projects, slow learners and for an extensive series of single experiments and activities in the classroom. Ref: Miller, James G.S. The Human Mind 5. Suggested episodes activities booklet. Images of People (from) Episodes in Social Inquiry Series (by) Sociological Resources for the Social Studies.

GOAL 3: THE STUDENT WILL IDENTIFY AND CATEGORIZE ALTERNATIVE MODES OF BEHAVIOR.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
EXPLORE ALTERNATIVE MODES OF BEHAVIOR	A. The student will identify and define alternative modes of behavior.	1. Present your class with a list of alternative types of behavior and ask them to research and define their meaning. Vocabulary: aggression — regression adjustment (healthy) — withdrawal repression — over-compensation rationalization — reaction formation projection — compensation sublimation — fear
	B. Have students identify the alternative modes of behavior in relation to the simulated situation presented.	1. a. SIMULATED SITUATION By working hard at a part time job after school you save your money and buy a Honda 750 motorcycle. The same afternoon you purchase it, your friend asks if he may drive around the block just once. After giving him your permission, he drives away at a very high rate of speed. He eventually loses control and swerving, smashes into a tree. Your friend is thrown clear, apparently free of any injury but your cycle is completely demolished. b. ALTERNATIVE BEHAVIORS: (1) I'll buy a new motorcycle and never allow anyone to drive. Never!" (answer _____) (2) "Wait until I get a hold of him..." You begin punching and kicking your friend in an attempt to do to him what he did to your motorcycle. (ans._____)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	1. (cont.) b. (cont.) (3) You want to cry and yell at the same time but you don't because you don't want anyone to know how you feel. (answer _____) (4) "Oh well, it didn't matter anyway 'cause I didn't have the cycle long enough to really appreciate it." (ans. _____) (5) "I'll never work hard for anything again as long as I live." (ans. _____) (6) You run home, go into your room and don't say anything to anyone. (ans. _____) (7) "The cycle is insured and I'm thankful my friend wasn't injured."(ans. _____) (8) "Wow! I'm sure glad that wasn't me!" Correct answers for above exercises are: (1) Over compensation (2) Aggression (3) Repression (4) Rationalization (5) Reaction-formation (6) Withdrawal (7) Adjustment (healthy) (8) Projection (NOTE: This activity can be used to evaluate and clarify the students comprehension of the vocabulary.) 2. Have students break up into small groups with each group assigned to create at least one role-playing situation wherein the main character reacts to a simulated situation in several different ways. Have the other small groups observe the simulated situation and identify the different modes of behavior exemplified.

11

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. Students will use an inquiry approach method to explore different patterns of behavior. (Normal and abnormal)	1. An extensive collection of readings (with activities) concerning a variety of behavior patterns and ways individuals react and act toward the world and other people is contained in Fenton, Edward, ed. Introduction to the Behavioral Sciences: An Inquiry Approach. (Teachers manual available)

GOAL 4: THE STUDENT WILL DISCOVER THAT EFFECTIVE BEHAVIOR IS CHOSEN THROUGH AN ACTIVE DECISION-MAKING PROCESS FOR WHICH HE IS RESPONSIBLE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
EFFECTIVE BEHAVIOR IS CHOSEN THROUGH AN ACTIVE DECISION-MAKING PROCESS FOR WHICH THE INDIVIDUAL IS RESPONSIBLE.	A. The student will deduce that, in the final analysis, he is responsible for his behavior.	1. Ask the students to formulate hypotheses to explain why some people (individuals), although coming from a deficient environment with poor heredity, are able to adjust their behavior patterns to produce a highly successful individual. 2. You may wish to show films on several personalities. (e.g., Winston Churchill, part 1 #1-31575; Winston Churchill, part 2 #1-31576; Thomas Edison, #1-31540; Mark Twain, #1-31559; I Have a Dream: The Life of Martin Luther King, #1-31704; Jackie Robinson, #1-31555; Babe Ruth, #1-31569.) Suggested Biographies: Einstein, Churchill, Edison. 3. Ask students to formulate hypotheses to explain why some people with excellent heredity and rich, expanded environments develop very unrewarding, unsuccessful patterns of behavior. See Chapter 4 Fenton, Edwin, Introduction to Behavioral Science. 4. For class discussion: a. Consider the existential statement that man must choose, for in not choosing he is making a decision by indecision, and therefore he is still responsible. b. Is man free to determine how he will behave, or is his behavior pre-determined and beyond his control? 5. Culminating Activity: It is highly recommended for the teacher to have the students read: Perceiving, Behaving, Becoming, edited by Arthur W. Combs. (If the teacher chooses not to have students read the entire book, then possibly a number of selections from the book could be assigned.)

GOAL 5: THE STUDENT WILL DISCOVER THAT THE BEHAVIOR HE CHOOSES AFFECTS THE BEHAVIOR OTHERS CHOOSE TOWARD HIM.

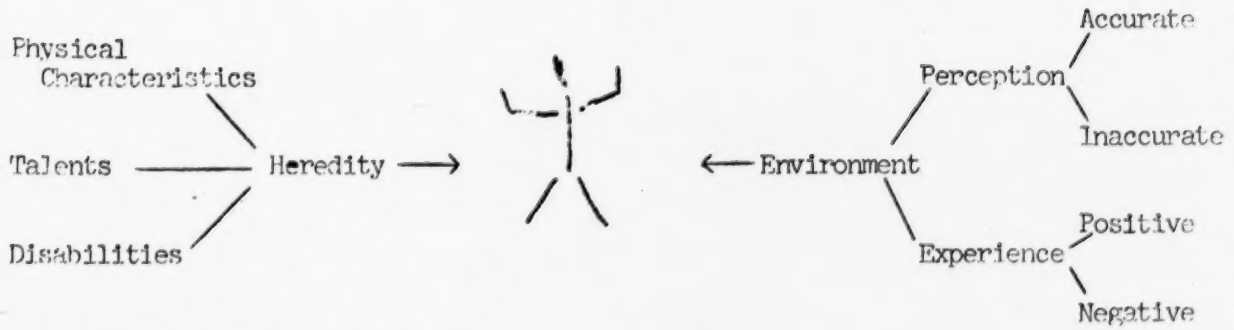
FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE BEHAVIOR YOU CHOOSE AFFECTS THE BEHAVIOR OTHERS CHOOSE TOWARD YOU.	The student will conduct action research in the area of how behavior affects a person's response.	1. Action Research: Part (1) Have a male student volunteer to act and appoint an observer. The acting experimenter will intentionally "bump" into the first student (unexpectedly) he sees walking in the hall. The experimenter will strongly reprimand the student he bumped into for being so clumsy and he will instruct him th "watch where he is going." The experimenter adopts an attitude of beligerence. Meanwhile the observer will record the reaction and responses of the bumped student. Have the students repeat the same procedure at least three different times, recording the results each time.* 2. Have the same students conduct a second part of the experiment. Act in the same manner except when the student experimenter bumps a student in the hall he will immediately appologize for his own clumsiness and say that he was very sorry that it happened. 3. Follow-up class discussion: a. Ask students to cite personal experiences where they have observed one person's behavior affecting the behavior of author. b. Just how much are we responsible for how others behave toward us? c. Have students generate or create other action research projects. * This experiment is concerned with how your choice of behavior affects alternative responses in other people.

GOAL 6:THE STUDENT WILL EXAMINE AND EVALUATE HIMSELF, HIS PERSONAL BELIEFS, VALUES AND PATTERNS OF BEHAVIOR.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SELF-EVALUATION	The student will outline his decision making processes and patterns of behavior.	1. Have each student list the 5 most significant decisions that he has made in his life time, and analyze his decision-making process for each decision in relation of the behavior chart in the appendix. 2. Then decide what his motivations were for each decision. 3. Discuss what priorities he considered in making the decision. 4. Consider the consequence of his action or inaction (behavior) dictated by his decision. 5. Does that pattern accurately reflect his values? If so, fine! If not, have him consider behavioral patterns which are more consistant with his goals and/or values.

APPENDIX A

THE INDIVIDUAL



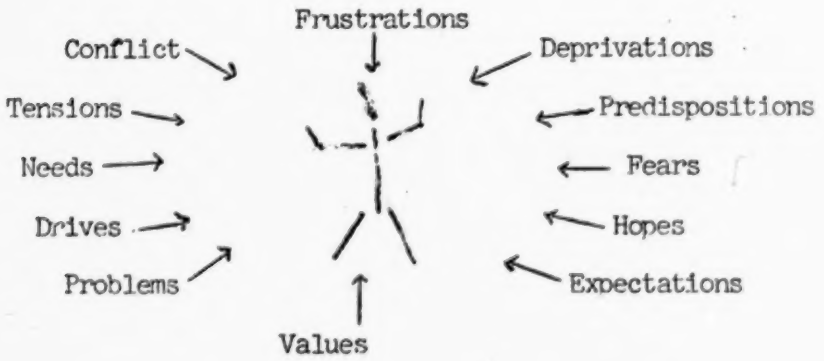
PERSONALITY

(cut along dotted line)

SITUATION

What's in a Situation for You?

What stimulates you to choose a behavior pattern and act out that choice?



SITUATION

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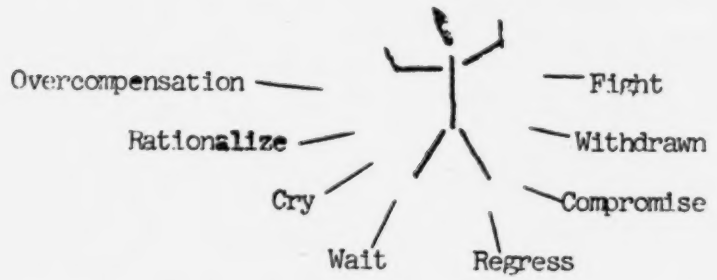
ALTERNATE MODES OF BEHAVIOR

-Analyze your situation.

- What alternative actions are available to you?



EVALUATION

(cut along dotted line)

ACTION CHOSEN:

You must choose what action you will take!
and then act (and take the responsibility
for the action)

BEHAVIOR (choice) Choosing and Acting on that choice!

(cut along dotted line)

RE-EVALUATE YOUR BEHAVIOR OR ACTION TAKEN!

Did your action accomplish the goal?

(Under similar circumstances would you do the same thing?)

(If not, how would you do it differently?)

(Were the reactions of other people to your behavior positive or negative - Good or bad!)

ACTION TO BEHAVIOR (outcome)

.....

(cut along dotted line)

ADJUSTMENT OF BEHAVIOR PATTERN

Healthy - If the reaction to your behavior was positive and productive, you will tend to repeat it!

Healthy - If the reaction to your behavior was negative and counter-productive, you will tend to consider other alternative modes of behavior.

(or)

Unhealthy - ...you may repeat it again and again setting up a pattern of self-defeating behavior and frustration.

CHANGE - ADJUSTMENT - (behavior modification) = LEARNING

(cut along dotted line)

BEHAVIOR PATTERN WORKSHEET

Heredity
-physical characteristics
-talents
-disabilities

Environment
-Past experience relates to this situation.
-What influenced your perception?

Y
O
U

Situation:
-What stimulated you to act?
-Summary of situation.

Alternative You Considered:

Evaluation:
-How you judged the situation?

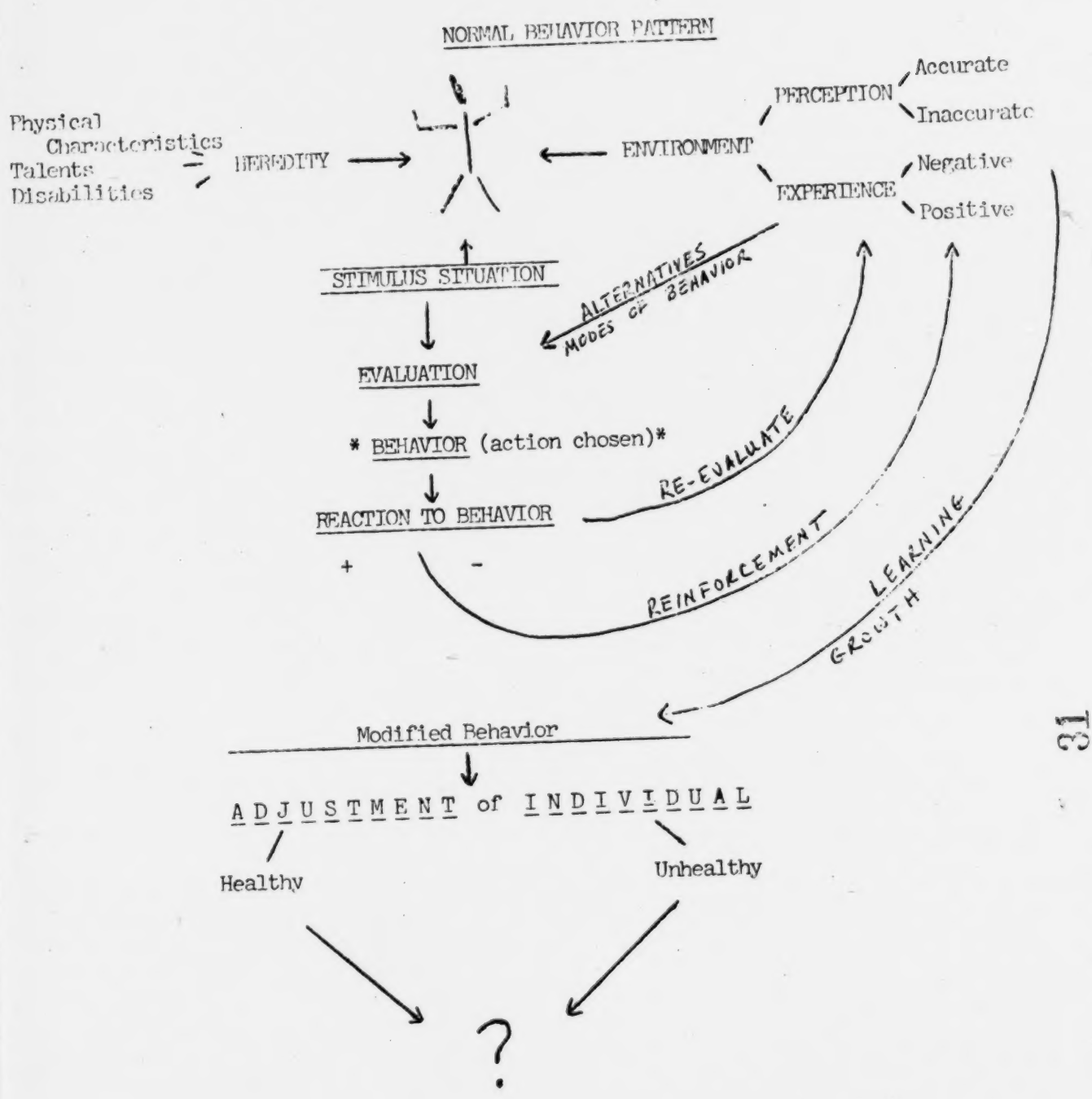
Action Chosen:

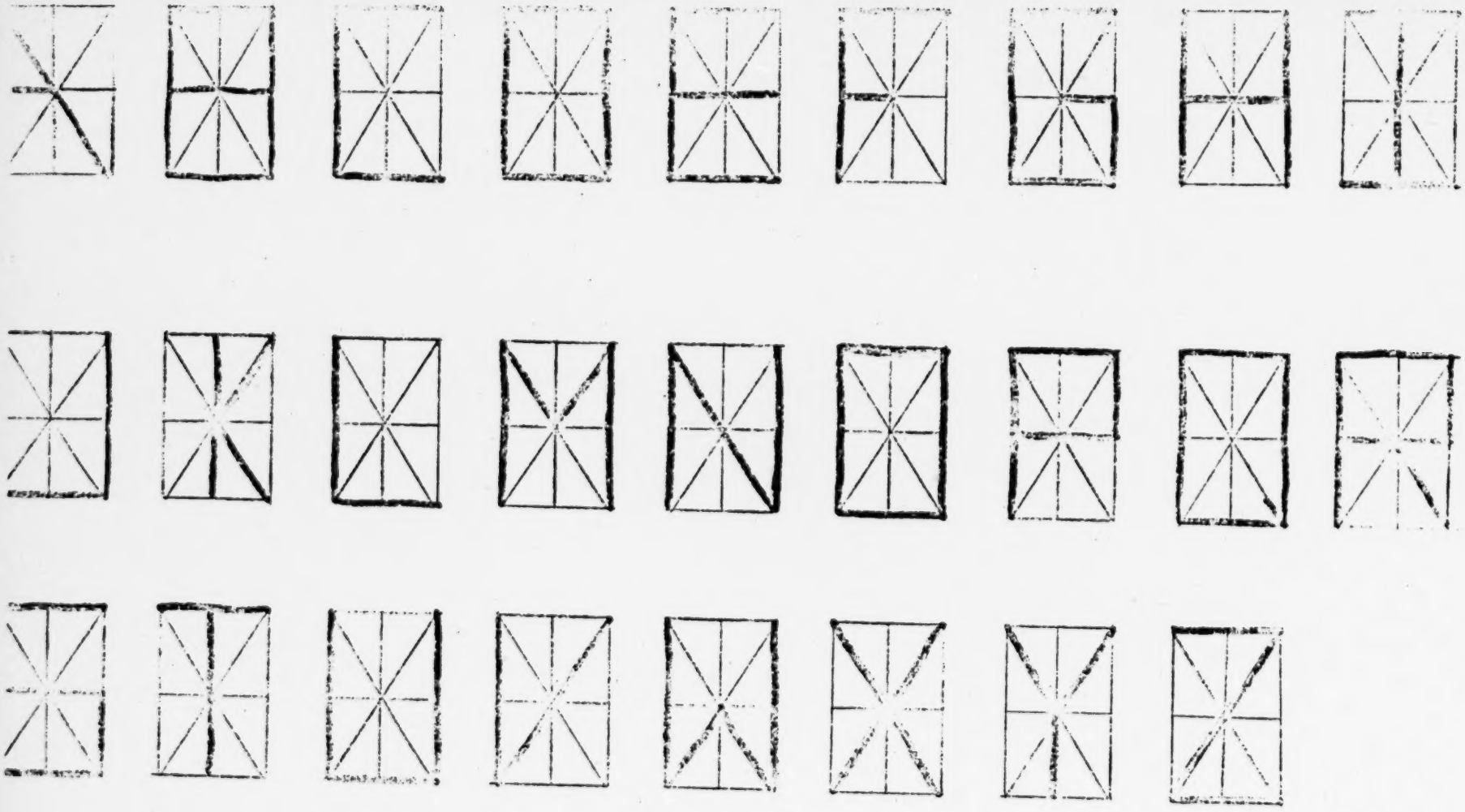
Outcome:
-Were reactions to your behavior positive or negative?

Re-Evaluation:
-Did you meet your goals?
-What should you have done differently?

Behavior - Modification
-Change?
-Adjustment?
-Learning?

APPENDIX B


NORMAL BEHAVIOR PATTERN
Physical Characteristics
Talents
Disabilities
HEREDITY
ENVIRONMENT
PERCEPTION
Accurate
Inaccurate
EXPERIENCE
Negative
Positive
STIMULUS SITUATION
ALTERNATIVES MODES OF BEHAVIOR
EVALUATION
* BEHAVIOR (action chosen)*
REACTION TO BEHAVIOR
RE-EVALUATE
+
-
REINFORCEMENT
LEARNING
GROWTH
Modified Behavior
ADJUSTMENT of INDIVIDUAL
Healthy
Unhealthy
?



MATERIALS:

1. Recommended basic textual and other materials:

   A. Association for Supervision and Curriculum Development. Perceiving Behaving Becoming. Washington, D.C.: National Education Association of United States Publications.

   B. Fenton, Edwin; ed. Introduction to Behavioral Science an Inquiry Approach. New York: Holt, Rinehart and Winston Inc., 1969.

2. Alternate student and class material:

   A. Textual:

   Doherty, Michael E. and Shemberg, Kenneth M. Asking Questions About Behavior. Glenview, Illinois: Scott, Foresman and Co., 1970.

   Purkey, Wm. W. The Search for Self: Evaluating Student Self-Concept. Vol. 4, No. 2. Gainesville, Florida: Reasearch and Development Council, Summer, 1969.

   B. Audio-Visual: Note - Films listed may be ordered from Dade County Audio-Visual

1-10069	Anger at Work 20' BW
1-10112	Belonging to a Group 16' BW
1-31575	Churchill, Winston, part 1 26' BW
1-31576	Churchill, Winston, part 2 26' BW
1-10070	Control Your Emotions 13' BW
1-00570	Developing Self-Reliance 11' BW
1-00775	Developing Your Character 10' BW
1-10119	Does it Matter What You Think? 15' BW
1-31548	Edison, Thomas 26' BW
1-13334	Effective Criticism 10' BW
1-30023	Eye of the Beholder 30' BW
1-00166	Facing Reality 12' BW
1-31704	I Have a Dream: The Life of Martin Luther King 35' BW
1-10402	Making Yourself Understood 14' BW
1-10063	Person to Person Communication 13' C
1-10045	Personality and Emotions 13' BW
1-31555	Robinson, Jackie 26' BW
1-31569	Ruth, Babe 26' BW
1-00275	The Show Off 10' BW
1-10102	The Trouble Maker 14' BW

MATERIALS: (cont.)

2.

B. (cont.)

1-31559 Twain, Mark 26' BW
1-10061 Understanding Others 12' C
1-10108 Understanding Your Ideals 14' BW
1-10067 Visual Perception 19' C

Filmstrip Unit

Your Personality: The You Others Know
Guidance Associates, Pleasantville, New York 10570.
(full-color filmstrips and accompanying lp records)

Dare to Be Different
Guidance Associates, Pleasantville, New York 10570.
(color filmstrip and lp records)

Films, Records, and Tapes

Frankl, Viktor E., Logotherapy, a film produced by the Department of Psychiatry, Nuerology, and Behavioral Sciences, University of Oklahoma Medical School.

_____: Three Lectures on Logotheraphy, given at the Brandeis Institute, Brandeis, California. Long-playing records.

_____: "Man in Search of Meaning" and "Youth in Search of Meaning," Tapes produced by Sound Seminars, Recorded Lectures for Colleges and University, Cincinnati, Ohio.

Frankl, Viktor E. and Houston Smith, Value Dimensions in Teaching, a color television film produced by Hollywood Animators, Inc., for the California Junior College Association. Rental or purchase through Dr. Rex Wignall, Director, Chaffey College, Alta Loma, California.

Magazines

Lewis B. Mayhew, "Changing the Balance of Power," Saturday Review, August 17, 1968.

Psychology Today, P.O. Box 2990, Boulder Colorado 80302 (The magazine about Psychology, Society and Human Behavior, Published by Communication Research Machines Inc., California.)

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D. Supplemental pupil resources:

American Council on Education. Literature for Human Understanding. Washington, D.C.: The Council, NEA, n.d.

Combs, Arthur W. and Snygg, Donald. Individual Behavior:A Perceptual Approach to Behavior. New York: Harper and Brothers, 1959.

Fromm, Erich. The Art of Loving. New York: Harper and Row, 1956.

Gordon, Ira J. A Test Manual for the How I See Myself Scale. Gainesville, Florida: Research and Development Council, 1968.

Jourard, S.M. Transparent Self. New York: Van Nostrand-Reinhold Books, 1964.

May, Rollo. Man's Search for Himself. New York: The New American Library, Inc., 1967.

Otto, Herberta. Exploration in Human Potentialities. Springfield, Illinois: Thomas, 1966.

Packard, V.D. Hidden Persuaders. New York: McKay, 1957.

Packard, V.D. Status Seekers. New York: McKay, 1959.

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Rogers, Carl. On Becoming a Person. New York: Houghton Mifflin, 1961.

Shostrom, Everett L. Man, the Manipulator (The Inner Journey from Manipulation to Actualization) New York: Bantam Books, Inc., 1968.

3. Teacher Reference Material:

Blum, Gerald S. Psychoanalytic Theories of Personality. McGraw-Hill Book Co., 1964.

Doherty, Michael E. and Shemberg, Kenneth M. Asking Questions About Behavior. Glenview, Illinois: Scott, Foresman and Co., 1970.

Huxley, Julian. Men In the Modern World.

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Jersild, Arthur T. When Teachers Face Themselves. New York: Teachers College Press, Columbia Univ., 1968.

Kane, Frank. Voices of Dissent: Positive Good or Disruptive Evil? Englewood Cliffs, N.J.: Prentice - Hall, Inc., 1970.

Miller, James G. The Human Mind. New York: Capital Publishing Company, Inc., 1965. (Question and Answer series #5110, Golden Press)

Sociological Resources for the Social Studies, Images of People. Boston: Allyn and Bacon, Inc., 1969.

MATERIALS: (Cont.)

4. Other:

American Council on Education. Literature for Human Understanding, Washington, D.C.: The Council, NEA,n.d.

Association for Supervision and Curriculum Development. Perceiving,Behaving,Becoming. A New Focus for Education, 1962 Yearbook. Orders to: National Education Association of the United States Publications 16th Street, N.W. Washington, D.C. 20036.

Axline, Virginia M. Dibs in Search of Self. New York: Ballantine Books, Inc., 1964.

Berne, Eric. Games People Play. New York: Grove

Bloom, Benjamin S. Davis, Allison; and Hess,Robert. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart and Winston, Inc. (from Research Conference on Education and Cultural Deprivation)

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